



# 2002 Limited English Proficient Student Census

## MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

### INTRODUCTION

The fall 2002 Limited English Proficient Student Census was submitted via Internet, and is available at <http://k12apps.dese.mo.gov/webapps/logon.asp>. This census was conducted by school districts in Missouri from **October 21 to November 1, 2002**. There were **426** out of 524 public school districts that reported back this year. The results show a **14%** increase in the total number of Limited English Proficient (LEP) students enrolled in **190** Missouri schools. State agencies (including DESE), Institutions of Higher Education (IHEs), Local Education Agencies (LEAs), nonprofit organizations and many other interest groups utilize the data collected from this census for various purposes including the design of educational and service programs, publications, funds allocation, and the attraction of funds to the State of Missouri, including **Title III** funds of the No Child Left Behind (NCLB) Act of 2001. Inquiries regarding the database may be directed to Yaya Badji at 573-526-3232 or 573-522-1567, or [ybadji@mail.dese.state.mo.us](mailto:ybadji@mail.dese.state.mo.us)

### DEFINITIONS

The terms "Language Minority" and "Limited English Proficient" are used here as they are in P.L. 103-382. Language Minority refers to a student from a home or country where a language other than English is used. Limited English Proficient (LEP) refers to a language minority student whose English proficiency is below grade level in one or all of the four language modalities. "Bilingual Education" is a term that describes educational programs that explicitly include the student's native language in instruction. English Language Learner (ELL) also refers to speakers of other languages in the process of learning English. This abbreviation may be used to indicate LEP students.

### SUMMARY TOTALS

Percent changes, where given, refer to the difference between the 2001 and 2002 figures.

#### **Limited English Proficient (LEP) Students**

	1997	1998	1999	2000	2001	2002	% Change
Public Schools	6,891	7,679	8,157	10,238	11,535	13,121	14%

#### **Language Minority (LM) Students**

	1997	1998	1999	2000	2001	2002	% Change
Public Schools	11,628	13,112	16,145	18,493	21,097	22,895	9%

These figures show an increase of more than 14 percent in the number of LEP students identified.

### REGIONAL AND FACTUAL TOTALS

#### **LEP Students in St. Louis and Kansas City Public Schools**

	1997	1998	1999	2000	2001	2002	% Change
St. Louis	1,814	1,529	2,675	2,433	3,004	2,672	-11%
Kansas City	1,001	1,386	1,221	2,068	2,066	2,426	17%

Below are a few of the districts that experienced high growth in the number of enrolling LEP students for one reason or another including their location as suburban and/or near processing plant districts.

#### **LEP Students Enrolled in Some High Growth Districts**

School District	2001	2002	% Change
Jefferson City	95	280	194%
Pettis Co. R-V	29	59	103%
Fox C-6	27	66	144%
Willard R-II	04	16	300%
La Monte R-IV	12	58	383%
Webster Groves	11	28	154%
Hancock Place	41	74	80%
Pattonville R-III	88	143	63%
Branson R-IV	52	85	63%

Several factors contribute to the continued rise in the number of students from non-English language backgrounds, including:

- Growth of poultry processing, meat packing, and agricultural jobs
- Enrollment of foreign students at institutions of higher education
- Growth of Missouri economy and internationalization of business

### SERVICE EXPECTATIONS

School districts are responsible for providing a language instruction educational program that increases the English proficiency and academic achievement of LEP students. This is true whether or not the districts receive funds from the state or federal level. The expectations are to hold LEP students to the State academic content and academic achievement standards established for all children. DESE has no mandated curriculum to serve LEP students. DESE can assist districts in developing their local plan for educating LEP students that allows for local variations while maintaining compliance with state and federal requirements. The districts have the students' results in terms of their language abilities. These are key factors in determining what kind of services to provide and how often to deliver them to reach the expectations that programs will enable children to **speak, write, listen, read and comprehend** the English language and meet challenging State academic content and student academic achievement standards. Schools are required to have a **two-year follow-up** after a child is no longer receiving services. In the language minority handbook, there are expectations and a checklist that will help you evaluate your programs. Think about what you can do for all LEP students and what is specific to each child. Suggestions are in the handbook from instructional approaches to program evaluation and cultural considerations. The bottom line is that the district is also looking at whether or not the LM student is able to access the school's curriculum, with all of its cultural and social implications. School district policies, resources and context will influence the type of services. The district context will determine the approach and content as stated. However, the language instruction curriculum used must be tied to scientifically based research on teaching LEP students and must have demonstrated effectiveness, which involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs.

See **ESEA section 9101 (37) - page 969 - for the complete definition at:**

<http://dese.mo.gov/divimprove/fedprog/discretionarygrants/>

### U.S. RESIDENCY AND IMMIGRATION

The Supreme Court ruled in *Plyler v. Doe* (1982) that legal residency in the United States is not a requirement for enrolling in a public school. Schools should not explicitly or implicitly ask for any information related to U.S. residency, including social security numbers, passports, visas, "green cards," and the like. Even if volunteered by parents, it is better to politely refuse such information.

### PARENTAL LEGAL RIGHTS

Under Title III of the *No Child Left Behind Act of 2001*, schools are required to provide informed

parental notification as to why their child is in need of placement in a specialized language instruction program. Parents have the right to choose among instruction programs if more than one type of program is offered. They must be informed no later than **30 days** after the **beginning** of the school year. Parents also have the right to immediately remove their child from a program for LEP children. Schools are required to implement effective means of parental outreach to encourage parents to become informed and active participants in their child's participation in the English language instruction educational program. Since the legislation is silent on whether parents should be notified before assessing an LM student, DESE does not require the district to seek parental authorization to test the children for LEP classification. Details on parental notification are located in the **Appendix E** of the Language Minority Handbook.

### **FOREIGN EXCHANGE STUDENTS**

Unlike undocumented students, permanent resident aliens and other types of legal aliens residing in the United States, foreign exchange students do not have a legal right to attend American public schools. Schools have the discretion to enroll or not enroll them even though they may be treated like resident students during their attendance year. (INS's website says that they should be admitted pursuant to the school district's non-resident admissions policy - [www.ins.gov](http://www.ins.gov)). As temporary visitors who are not entitled to receive educational services, it is understood that the school has no obligation to evaluate them for English language proficiency. They may do so at their discretion. Schools should review their exchange student policies.

### **LANGUAGES SPOKEN**

There are some 90 languages spoken by students in Missouri schools. While many of these languages claim only a few speakers, they represent the linguistic and cultural heritage that has always been present in the Midwest. The following chart presents the most commonly spoken languages and their growth over the last five school years:

**Top Ten Languages Spoken in Missouri Schools**

<b>Language</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>% Change (from 2000)</b>
1. Spanish	3,311	3,065	4,625	5,098	6,264	23%
2. Bosnian/Serbo/Croatian	-	1,056	1,661	2,176	2,137	-2%
3. Vietnamese	917	938	747	760	768	.01%
4. Somali	152	508	367	379	437	15%
5. Arabic	320	382	372	450	398	-.12%
6. Chinese	309	263	237	335	355	6%
7. Russian	235	153	232	266	318	20%
8. Korean	163	155	173	190	252	33%
9. Sudanese	02	39	48	49	176	259%
10. Urdu	41	65	67	84	127	51%

These language totals reflect a couple of factors mentioned above, the influx of refugees, and the expansion of labor attractive to migrant workers. It also suggests that some of the more "established" groups are either moving on, or their children are no longer considered "LEP," or both.

### **SUMMARY**

The improved data collection of information regarding LM and LEP students is helping us to see where our priorities should lie. Continued rapid growth in some suburban and many rural areas requires that all schools be prepared to meet LEP students' needs. Districts must adopt a plan to identify, assess and serve ELL students. Refer to the Language Minority Handbook for details.

# Number of LEP Students by County

